

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Ms. Melissa Madigan

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name William & Marian Ghidotti High School

(As it should appear in the official records)

School Mailing Address 250 Sierra College Drive

(If address is P.O. Box, also include street address.)

City Grass Valley State CA Zip Code+4 (9 digits total) 95945-5726

County Nevada County State School Code Number* 051538

Telephone 530-274-5270 Fax 530-274-5272

Web site/URL http://ghidotti.njuhsd.com/ E-mail mmadigan@njuhsd.com

Facebook Page

<https://www.facebook.com/pages/Ghidotti-Early-College-High-School/1455640714685909>

Twitter Handle _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

_____ <https://vimeo.com/ghidotti>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Louise Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: lbjohnson@njuhsd.com

Other)

District Name Nevada Joint Union High School District Tel. 530-273-3351

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Ms. Katy Schwarz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	16	28	44
10	22	24	46
11	21	15	36
12	18	14	32
Total Students	77	81	158

5. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
 - 3 % Asian
 - 0 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	159
(5) Total transferred students in row (3) divided by total students in row (4)	0.088
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 29 %
 Total number students who qualify: 46

Information for Public Schools Only - Data Provided by the State

The state has reported that 29 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 1 %
2 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	5
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 32:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	96%	96%
High school graduation rate	100%	98%	95%	97%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	33
Enrolled in a 4-year college or university	64%
Enrolled in a community college	27%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	3%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Ghidotti Early College High School provides a rigorous personalized academic program that bridges the divide between high school and college.

PART III – SUMMARY

Located on the Grass Valley Campus of Sierra Community College, Ghidotti is a rural, public early college high school within the Nevada Joint Union High School District. Opened in 2006 and initially supported by a start-up grant from the Bill and Melinda Gates Foundation, Ghidotti is one of 41 early college high school programs in California and 265 in the nation. Currently we serve 159 students in grades nine through twelve, many of whom earn both a high school and college degree upon graduation (in 2015, 52 percent of our seniors are slated to graduate with both a high school diploma and an AA or AS degree). Over the past five years, 99 percent of our students have continued with their college studies at Sierra or have matriculated to four-year universities. By bridging the divide between high school and college, Ghidotti helps students overcome barriers to attending a four-year university.

Our high school provides rigorous courses in the core subjects as well as academic electives and support classes. In addition, students are allowed to take up to eleven college units each semester. All students work with our high school counselor as well as a designated college counselor to create highly personalized four-year academic plans that fulfill the A-G requirements for entrance to a four-year college. As students progress through their four years at Ghidotti, college courses slowly supplant their high school curriculum. In this way students gradually adjust to the increased academic expectations and social/emotional maturity required to succeed in their college classes.

Ghidotti serves high-achieving students of all races and at all socio-economic levels. Minority students represent sixteen percent of Ghidotti's population which is greater than the percentage of minorities in our county (approximately 14 percent according to 2013 U.S. census data). Twenty-nine percent of our students are currently on the National Lunch Program, and 42 percent of our students have parents who do not have college degrees. We have students who live off the grid as well as students who have access to the latest technological tools.

We are a choice school and are capped at 160 students to lessen the impact on the college facilities and to provide a small personal learning environment. We take applications from an array of feeder schools in our community—including home schools, charter schools, and public schools—over a geographic distance of 980 square miles. We look for students who are excited to excel in our unique learning environment and who are responsible and mature enough to leave their peer groups and take classes with adults. Our selection process is composed of teacher recommendations, short answer questions, and writing and mathematical assessments given by the high school and the college. All staff members participate in the selection process, carefully evaluating each application to determine which students would benefit the most from attending our school.

Ghidotti students have access to a wide range of classes and activities. Not only do they take high school core, elective, and support classes, they take college classes both on the Grass Valley Sierra College Campus and the much bigger campus in the nearby community of Rocklin. They also take additional high school electives and participate on sports teams at our district's largest comprehensive school. Our students join college clubs; work at the college tutoring center, library, and childcare facilities; and serve on the college student senate. Students have formed their own clubs at Ghidotti and actively participate in the leadership of their school including organizing biannual field trips to universities and planning social events like dances, movie and game nights, and Ghidotti Idol, our annual talent show. Students are active members of the community, performing in community bands and theater productions and volunteering for community activities (Ghidotti students volunteer in their community a minimum of twenty hours each year). Ghidotti might be a small school, but our students have multiple opportunities to grow in all areas of their lives.

As a result of Ghidotti's efforts, our students have consistently achieved high Academic Performance Scores. From 2009-2012, we were one of the top twenty high schools in California, and in 2013, we were 9th in the state. We have received two California Distinguished School Awards. In 2011, Jobs for the Future honored Ghidotti with its Diamond Excellence Award for actively collecting and utilizing data to better identify and serve students in need of support. In addition in 2014, Newsweek ranked us number 139 of America's top 500 high schools.

In the words of our students, Ghidotti “allows us to strive for our full potential because there are no limits to how much we can challenge ourselves.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students take many core classes at Sierra College including advanced level math courses (Algebra 2-Calculus), English 1A (college level essay writing), chemistry, and U.S. History. The remaining A-G core course requirements are taken at the high school. Ghidotti's highly-qualified teaching staff is committed to creating a student-centered, Common Core-aligned curriculum that prepares students for college and career. Our schoolwide essential learning goals address both the academic and social/emotional needs of our students: we want them to be engaged and self-motivated learners who persevere through challenges. We want them to read a broad range of complex, high-quality texts; to demonstrate mastery of content knowledge; to value evidence and use it to construct viable arguments; to use appropriate technology or other tools strategically and capably; and to understand diverse perspectives and cultures. We want our students to recognize what Stanford professor Carol Dweck proposes in her book *Mindset* (a staff read in 2014) that “no matter what [their] ability is, effort is what ignites that ability and turns it into accomplishment.”

All core teachers work together as a professional learning community to achieve these goals. Students take high school level English as freshmen, sophomores, and juniors. The English Department's goal is to align all curriculum to the CCSS. For example, English teachers have redesigned their lessons to include more close reading of nonfiction texts adopting two nonfiction books, *The Blind Side* and *Seabiscuit*, shorter nonfiction texts that complement the literature curriculum, and pivotal U.S. documents of historical and literary significance like Lincoln's “Gettysburg Address” and King's “Letter from Birmingham Jail.” The majority of writing assignments are informational and argumentative essays that require students to analyze their reading as well as research related topics.

Students take biology as freshmen and physics as sophomores. Our science department designs lessons that emphasize collaboration and critical thinking through hands-on learning experiences. Lessons include a variety of resources such as current scientific journal articles, guest speakers, scientific notebooks, science-related media, and lab experiments. Students actively work together to apply learned concepts, analyze and use data to support scientific outcomes, effectively problem-solve, and relate their findings to real-world experiences. In addition, science and English teachers collaborate to develop Common Core-aligned curriculum to meet the ELA standards for science and technological subjects. For example, in biology students read the nonfiction book, *The Hot Zone* (a Common Core exemplar text), to reinforce and give real-life context to core curriculum in bacteria, viruses, and the immune system. Students complete close reading assignments in which they summarize the scientific arguments presented in the text, support these summaries with textual evidence, and demonstrate knowledge of domain specific vocabulary.

All students take world history as freshmen and about half take their required government/economics class through the high school as seniors. The history teacher uses a cross-curricular approach that engages students and helps them develop a wide range of skills. Students convey a deep understanding of texts by connecting them to current events and their own college and career goals. They collaborate to understand primary and secondary sources, inferring the outcome, testing hypotheses, and driving their own research from the evidence provided. In addition, English and history teachers work together to develop curriculum that address the ELA standards for history and social studies. For example, world history students read the nonfiction book *The Monument's Men* during their World War II unit. In addition to developing reading and writing skills, students take a field trip to the local art museum as a hands-on way to explore the arguments presented in the book.

Most of our students take high school geometry their freshman year (approximately twenty percent of our students test directly into college math). Using a textbook aligned with the new standards, the math teacher has developed curriculum that fully incorporates Common Core's “Standards for Mathematical Practice.” Each lesson challenges students to persevere through difficult problems, construct written and oral arguments, and reason both abstractly and quantitatively. Ghidotti curriculum is challenging—crafted to help our students succeed in their college classes.

Support for struggling students is available—a college tutoring center; one-on-one tutoring sessions between teacher and student; CSF tutors for finals; and seminar classes taught by highly-qualified teachers in English, science, and math.

College and career readiness informs everything we do in the classroom. For Ghidotti students, college is not a future dream but a present reality.

2. Other Curriculum Areas:

Ghidotti students take most of their non-core subjects at the college. College courses at Sierra are degree applicable and transferable to 4-year institutions. They meet student learning outcomes mandated by the California Community College Chancellor's Office and the college's governing board. Ghidotti students benefit from the variety of college courses offered in these noncurricular areas including Pilates, self-defense, health education, web design, video production, computer science, voice, guitar, oil painting, sculpture, French, Spanish, German, Italian, and Japanese.

Non-core subjects at Ghidotti provide a rich learning experience with CCSS-aligned curriculum that helps students transition into their college classes.

Every student in grades 9-12 takes an AVID course, a curriculum designed to ready students for the challenges of college and career. To complement the AVID curriculum, teachers developed the Ghidotti Summer Reads Program--students read a self-selected fiction text and an assigned nonfiction text (e.g. *I Am Malala*). In addition, AVID 9 freshmen receive a year-long subscription to National Geographic and sophomores receive a subscription to Smithsonian. With these magazines, students focus on essential close reading skills and experience diverse perspectives. AVID teachers have also developed a rigorous research-based curriculum where students produce papers and presentations that demonstrate their ability to find reliable sources, properly document those sources to avoid plagiarism, and use those sources to prove their claims. All seniors complete a senior project composed of a 50-hour self-selected internship; a research paper; and a presentation to a panel of teachers and community members on their "big dream." This year we have students who want to be world famous chefs, to design utopian communities, and to work with (and who actually did work with) African tribes to help endangered species.

To ensure students have adequate opportunity to practice Common Core State Standards in mathematics, juniors are required to take a problem-solving course taught by our math teacher. By completing problems in the adopted college-level textbook, students practice the following Standards for Mathematical Practice: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, attending to precision, and looking for and making use of structure.

Twenty-seven students (sophomores, juniors, and seniors) are currently taking our two elective science classes--forensics and ecology. In forensics students apply the concepts they learned in their core science classes (physics and biology at the high school; chemistry at the college) to real-world applications. In addition, the forensics teacher worked with the English Department to adopt a nonfiction book, *The Poisoner's Handbook*, to help cover CCSS in reading including determining central ideas and writing summaries; using technology in the form of charts and graphs; and evaluating the author's argument. In ecology, students relate the information they learned in biology to the current challenges facing humanity around the globe and look for solutions. The ecology teacher requires students to close read several landmark environmental essays using our staff designed "marking the text" activity which has students analyze main ideas and arguments, vocabulary, and subject specific data. In addition, these classes engage the students with online simulations and with 20-Time style presentations geared at producing autonomous collaborative learners.

All freshmen are required to take Frosh Tech, a skills-based curriculum that teaches students how to integrate and evaluate content presented in diverse formats. Students use technology to produce and publish writing including formal business letters and brochures. Students use online collaboration tools (e.g. Google Drive) to gather information and publish their own websites.

Ghidotti's student government and leadership class is the heart and soul of the school. The leadership class has 20-40 students, all working towards creating a "school environment that fosters meaningful personal connections" (a Ghidotti essential learning outcome). Student groups are in charge of events such as movie and game nights, concerts, dances, field trips, and Ghidotti Games (our version of the Olympics). In addition to planning events, leadership students produce a final research project that requires them to read a high-quality biography and redesign the school based on that person's leadership style. Through research and practical experience, Ghidotti students learn skills that prepare them to be the leaders of the future.

3. Instructional Methods and Interventions:

At Ghidotti, teachers have the same high expectations for all students. Our students with disabilities have IEP's and access to District Services. In addition, teachers differentiate instruction by allowing students to access information in multiple ways and providing diverse avenues for students to express their learning. We also rely on interventions for struggling students including the college tutoring center, one-on-one tutoring between teacher and student, and peer tutoring. Our seminar courses in science, English, and math are another method of intervention. They serve our students two-fold by supporting students enrolled in college classes and students who are struggling in their Ghidotti classes.

Ghidotti teachers believe in a student-centered rather than a teacher-centered classroom. To achieve this goal, we use every opportunity to put students in charge of their own learning. In addition, teachers create curriculum that helps students "initiate and participate effectively in a range of collaborative discussions . . . building on others' ideas and expressing their own clearly and persuasively" (Common Core State Standards Initiative).

Teachers accomplish these instructional approaches using a variety of techniques.

Our math teacher utilizes a team-work approach to help students succeed in his inquiry-based curriculum. Instead of direct instructor, he serves more as a coach or guide as students work together to explore the CCSS in mathematics. Students not only solve problems but also explain in writing and orally how and why they arrived at that solution.

Our world history teacher engages students in cross-curricular projects, historical simulations and reenactments, classroom debates, and student-created plays related to historical topics. In government/economics, students take an active role in their education by teaching a full-day's lesson on a selected time period, presenting information about the relevant historical events that took place.

Our biology teacher conducts inquiry-based labs where students work together to come up with solutions. Our physics teacher has students work in groups to investigate the how and why of various content topics.

English teachers use groups to present close reads on different sections of required texts. Students use technology to convey CCSS in reading including determining key ideas and details, analyzing craft and structure, and integrating outside knowledge and ideas. Students also use rubrics to revise and edit their writing, individually and in teams.

AVID teachers have students explore self-selected topics in categories like world problems, current science, and college and career and report back to the class orally and in writing, with focused, organized, well-documented presentations and research papers.

At Ghidotti, we want all students to be college and career ready—to be motivated and self-directed learners who appreciate the value of teamwork in solving problems.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Up until 2012-2013, our API was determined by the CST (California Standards or STAR test) in the four core disciplines and the CAHSEE (California High School Exit Exam) in ELA and math. Each CST subject area was weighted--ELA at 27.1 percent, math at 18.1 percent, science at 22.9 percent, history at 13.9 percent, and the CASHEE in ELA and math at nine percent each (California Department of Education Index Reports Information Guide 2012-2013).

On the CST, student performance was measured from “advanced” (superior performance) to “proficient” (adequate understanding), to “basic,” “below basic,” and “far below basic.” We have data for the whole school, but the state does not report subgroup data for each grade because our overall population is too small.

Starting in the year 2009/2010, our CST scores in geometry steadily increased from 47 percent to 82 percent proficient and above by 2012/2013. In the same year, our scores increased to 91 percent advanced or proficient in high school summative math (advanced math). These improvements can be attributed to lowering class size in geometry and technological support in math seminar that helps students succeed in their college math courses.

Our CST ELA scores in grade 11 increased from 81 percent in 2009/2010 to 94 percent in 2012/2013. This increase can be attributed to the adoption of more complex texts in all English classes as well as the implementation of a cross-curricular approach to teaching ELA standards.

In 2013-2014 statewide assessments were limited to the sophomore CST in life science and the CASHEE in math and English. The CASHEE measures students in three categories: not proficient, proficient, and advanced. Our CASHEE math and English scores have steadily increased to an all-time high of 100 percent proficient and advanced in 2014. The increased success rate in ELA and math can be attributed to greater communication about the importance of the test to our students and parents and increased test preparation in English, math, and AVID classes.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Although Ghidotti is ranked in the top one percent of California schools for API, our philosophy has been to continue to find ways to make gains in our testing results. Up until 2013, we used data from the CST and the CASHEE. We now rely on the CASHEE and the CST in 10th grade life science.

At the beginning of each year, the staff meets to analyze state testing data. Our math teacher has created graphs for our WASC reports that are helpful in identifying trends. Many decisions have been made at these meetings to increase student achievement including an academic intervention program, test taking strategies in academic courses, and a school culture that values student academic performance. Our results and decisions are shared with stakeholders at Site Council meetings and School Board meetings as well as with the community on the education page of the local newspaper. Individual CST and CAHSEE results with explanations on how to interpret them are mailed home each year to parents.

Over the past two years our staff has focused on addressing the huge change in assessment the SBAC presents. One way to ensure continued success in ELA is to help our history and science teachers adopt CCSS for their disciplines. We have found grants to buy books and other reading materials for these subjects, and the English Department has helped these teachers develop curriculum to meet their standards. The English teachers increased reading expectations by moving the senior British literature curriculum to the sophomore year and by adopting literary nonfiction books at all levels. Our math teacher has adopted a Common Core-aligned textbook for geometry and created a required problem-solving course for our juniors where they receive additional curriculum in CCSS standards for mathematical practice. We will continue to develop new ways to address the challenges presented by the new SBAC test.

Part VI School Support

1. School Climate/Culture

Ghidotti staff has created an environment that fosters student academic success as well as social/emotional needs. Our biggest goal to support academic growth has been to create an environment where students aren't afraid of challenge. Many of our students are high achievers but are afraid of failure and would prefer to work in their comfort zone of explicit instruction. Therefore, teachers create classroom environments that focus on student-driven learning where students work in cooperative teams for added support. We encourage students to contribute to the class and seek teacher support when needed, skills that will enable them to successfully navigate the self-directed university environment.

We have also created an environment at Ghidotti that supports students socially and emotionally. We encourage students to be leaders in creating these opportunities. Our leadership class and ASB plans dances, movie and game nights, a poetry slam, debates, the senior trip, college trips, gay-straight alliance meetings, a yearly trip to the Oregon Shakespeare festival, mountain biking excursions, Ghidotti games, and much more. Students are also encouraged to join college clubs like the environmental club, ASSC (student leadership), and Rainbow Alliance. A high school and college crisis counselor are available for students requiring psychological support.

Because Ghidotti has such a small staff, teachers are instrumental in helping students grow socially. Staff members attend all student events and serve in supervisory roles in clubs. We attend field trips to colleges, museums, and cultural events with the students. A small learning environment means we know our students and frequently meet with them during office hours. We call student study teams when we sense students are struggling academically or emotionally. We also discuss growth opportunities and individual student progress during weekly staff meetings. We hold 4-5 minimum days a year for staff to work together on academic and social projects to promote student engagement in the school. Just as students take ownership of their work, teachers do the same and work many hours outside of the classroom to create a successful school environment.

Promoting student responsibility and teamwork has led to an environment where students are highly engaged in their school. As a result we have a stable student population with student turnover mostly attributed to the fact that our county has yet to recover from the economic downturn. Ghidottians are proud of their school, both of its excellent academics and wide opportunity for social engagement. Students and staff work hard to help Ghidotti achieve its high standing in the community and the state.

2. Engaging Families and Community

Ghidotti engages with families and community in many ways. To foster student academic success, all teachers use either Schoology or E-schools (learning management systems) to provide online grades, calendars, reminders, copies of assignments, progress reports, and individual reports of student academic achievement. All students and parents meet each year with the designated college counselor and the high school counselor to create and revise 4-year plans that meet A-G requirements for entrance into four year colleges. Student study teams composed of parents, the student, and staff members are set up for any student experiencing difficulties succeeding either academically or on a social/emotional level.

The Ghidotti Site Council, composed of students, staff, and parents, meets monthly to create a yearly Single Site Plan with school improvement goals that promote student success. Ghidotti also has an active parent club that meets monthly to plan fundraisers and support for our school. They help fund our biannual college field trips; offer financial support for low socio-economic students; provide extra curriculum to support academics including books, magazines, and equipment for our science classes; and provide food and drink for the senior boards, freshmen orientation picnic, Vals and Sals night, and graduation.

Community groups such as the Rotary Club sponsor clubs at Ghidotti (Key Club) and provide opportunities for speech and music competitions. Through their English classes all students participate in the National

Poetry Outloud Competition. Businesses and nonprofits also sponsor student internships for our senior projects and community service opportunities (e.g. Great American River Clean Up Day, Relay for Life, coat drives for the homeless, canned food drives, and a book drive for local elementary schools) for all our students to help them complete their twenty hour per year community service requirement. The County Office of Education and non-profits like the Ghidotti Foundation have awarded grants to our teachers for curricular materials. And our relationship with Sierra College opens up huge opportunities for our students (e.g. interning with Sierra College Professors; working in the tutoring center, library, and child care center; and serving in leadership capacities with the ASSC—the Sierra College student government). The community also provides social/emotional support services for our students including the STARS Student Assistance Program, a school-based community service for students and families to assist students who face obstacles to school success.

Ghidotti has formed many successful partnerships with its families and its community which offer our students multiple opportunities to grow into healthy successful adults.

3. Professional Development

For the past few years, professional development has centered on the adoption of the Common Core State Standards for college and career readiness. Our staff has attended a variety of workshops on adopting the CCSS, held by the district, the county, neighboring counties, and the state. In addition three members of our staff (in English, science, and math) have become district leaders, presenting CCSS lessons and teaching techniques at district in-services. Ghidotti staff attended a three day AVID Summer Institute in San Diego focused on college and career readiness strategies. From these training and leadership opportunities, our staff has become well-versed in the latest standards-based teaching methodologies and has used this knowledge to rewrite curriculum and create assessments to challenge students and ensure their success.

In addition to academic achievement, Ghidotti staff has taken advantage of professional learning opportunities to create a supportive school culture for both staff and students. One opportunity offered by the district was a presentation on professional learning communities which has helped our staff develop a cross-curricular approach to ensure student success. Ghidotti staff also attended an Olweus training in bullying prevention to foster an environment at Ghidotti where students feel safe and where they can express their individual perspectives and differences. At a district counselor-led training on Special Education and 504 plans, Ghidotti staff learned the newest techniques for assisting our students with disabilities. Our math teacher is a support provider for BTSA (Beginning Teacher Support and Assessment) and is currently helping our new history teacher develop in the areas of managing the classroom, planning lessons, and working with our unique population.

Another key area of professional development for our school is technology. One of our science teachers attended a Google Summit Conference and has shared new techniques for using technology in the classroom and inquiry-based curriculum (20-Time) to help students become independent learners. Our math teacher is a district leader in Schoology and has supported our staff in using this learning management system to facilitate student and staff communication and collaboration through discussion groups, video conferencing, and messaging. Currently Ghidotti staff is learning how to implement OARS (an online assessment reporting system) to create technology-based, Common Core-aligned formative and summative assessments to help us evaluate the college and career readiness of our students.

The staff at Ghidotti is a team of learners as well as teachers. We embrace professional development opportunities to ensure that our students are ready to face a quickly changing world.

4. School Leadership

The leadership philosophy at the school is non-hierarchical—all staff members have input into school decisions. This facilitates our professional learning team environment which focuses on people's strengths and on sharing those strengths to benefit the entire school. For example, our math teacher shares his expertise with technology and the English teachers share curriculum in reading and writing with the rest of the staff. This shared leadership philosophy filters to the students employing their strengths to improve the student body as a whole. For example, our current site council president is a student, and, with staff support, she is learning how to be a leader by creating agendas, running meetings, and helping craft our Single Site Plan for Student Achievement.

The principal is in charge of the administration of Ghidotti. She hires staff, acts as the liaison between the district and Sierra College, is in charge of student discipline, oversees the student selection process, runs our weekly staff meetings, is in charge of the budget, and serves on various district committees like the Scholarship Committee, the Curriculum Committee, and the Common Core Oversight Committee.

The district supports Ghidotti by providing stipends for various leadership roles. Teachers serve as WASC Coordinator, managing and updating our school-wide action plan; AVID coordinator, serving as a liaison with the Sacramento Region AVID director; and activities director, overseeing the leadership class and student government as well as supervising a variety of activities that foster a positive school-wide culture. In addition, one designated college and one high school counselor work as a team with students and their parents to facilitate the academic and social success of our students. Finally our Ghidotti Site Council of teachers, parents, and students meets monthly to oversee the Single Site Plan for Student Achievement.

Other stakeholders include the president and vice-presidents of Sierra College, who meet with the principal once a year to review the overall impact our students have at the college including course completion and success rates. The accomplishments of our students have led the college to designate Ghidotti as one of their key signature programs.

Ghidotti's achievements are not the result of just one person's vision and hard work. We are successful because we are not just creating a school but a community that values the abilities and diverse perspectives of all stakeholders, a community that strives to be a model for the 21st century.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CST - Geometry</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		82	64	59	47
Advanced		15	18	18	18
Number of students tested		33	39	39	38
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested		7	3	7	5
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		81	63	45	57
Advanced					
Number of students tested		31	32	33	28
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: (1) California halted CST testing after the 2012-2013 school year. (2) Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidotti's student body, these students do not meet California's threshold for data size, thus results are unavailable. (3) Also, while we know 95% of our White subgroup scored "Proficient or Advanced", the state did not report the number of students scoring "Advanced". (4) This was an end-of-course test, given to all Geometry students (9-10th grade).

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California High School Exit Exam (CAHSEE) - Mathematics</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	95	92	93	93
Advanced	87	62	45	53	52
Number of students tested	39	39	38	45	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested	10	6	5	6	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	94	90	94	95
Advanced	86	86	45	51	53
Number of students tested	28	35	33	37	37
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidoitt's student body, these students do not meet California's threshold for data size, thus results are unavailable.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CST - Algebra 2</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		72	74	67	75
Advanced		24	39	20	40
Number of students tested		29	23	15	20
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested		9	2	2	1
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		60	77	64	74
Advanced					
Number of students tested		25	22	14	19
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: (1) California halted CST testing after the 2012-2013 school year. (2) Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidotti's student body, these students do not meet California's threshold for data size, thus results are unavailable. (3) Also, while we know 95% of our White subgroup scored "Proficient or Advanced", the state did not report the number of students scoring "Advanced". (4) This was an end-of-course test, given to all Algebra 2 students (9-11th grade).

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CST - Summative High School Mathematics</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above		91	72	65	75
Advanced		29	36	15	8
Number of students tested		21	22	26	12
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested		2	0	1	1
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		95	68	61	
Advanced					
Number of students tested		19	19	23	9
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: (1) California halted CST testing after the 2012-2013 school year. (2) Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidotti's student body, these students do not meet California's threshold for data size, thus results are unavailable. (3) Also, while we know 95% of our White subgroup scored "Proficient or Advanced", the state did not report the number of students scoring "Advanced". (4) This was a test given to all 9th-11th grade students in advance math classes (above Algebra 2).

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CST - Algebra 1</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		64	73	76	68
Advanced		26	30	30	31
Number of students tested		35	47	46	49
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested		8	7	7	7
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		66	72	78	69
Advanced					
Number of students tested		30	40	36	39
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: (1) California halted CST testing after the 2012-2013 school year. (2) Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidotti's student body, these students do not meet California's threshold for data size, thus results are unavailable. (3) Also, while we know 95% of our White subgroup scored "Proficient or Advanced", the state did not report the number of students scoring "Advanced". (4) This was a test given to all 9th-11th grade students in Algebra 1.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CST - English Language Arts</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		93	87	92	84
Advanced		62	71	56	66
Number of students tested		39	38	45	44
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested		7	5	5	5
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		91	88	92	89
Advanced					
Number of students tested		35	33	37	36
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: (1) California halted CST testing after the 2012-2013 school year. (2) Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidotti's student body, these students do not meet California's threshold for data size, thus results are unavailable. (3) Also, while we know 95% of our White subgroup scored "Proficient or Advanced", the state did not report the number of students scoring "Advanced".

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California High School Exit Exam (CAHSEE) - English Language Arts</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	87	94	97	93
Advanced	92	72	68	73	86
Number of students tested	39	39	38	45	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested	10	6	5	6	4
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	86	97	100	95
Advanced	8	69	70	73	53
Number of students tested	28	35	33	37	37
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidoitt's student body, these students do not meet California's threshold for data size, thus results are unavailable.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>English Language Arts</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		94	96	87	81
Advanced		56	73	72	47
Number of students tested		32	44	39	32
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested		10	6	6	1
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		96	97	86	87
Advanced					
Number of students tested		27	36	35	23
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: (1) California halted CST testing after the 2012-2013 school year. (2) Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidotti's student body, these students do not meet California's threshold for data size, thus results are unavailable. (3) Also, while we know 95% of our White subgroup scored "Proficient or Advanced", the state did not report the number of students scoring "Advanced".

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CST - English Language Arts</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>ETS / California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above		96	95	95	97
Advanced		64	73	74	73
Number of students tested		47	50	47	45
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested		9	1	7	9
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above		95	95	97	95
Advanced					
Number of students tested		43	45	38	43
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: (1) California halted CST testing after the 2012-2013 school year. (2) Though "Socio-economical Disadvantaged" students make up more than 10% of Ghidotti's student body, these students do not meet California's threshold for data size, thus results are unavailable. (3) Also, while we know 95% of our White subgroup scored "Proficient or Advanced", the state did not report the number of students scoring "Advanced".